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ABSTRACT

Intended for use by students at any level above grade 3, this practice book helps students use the parts of speech correctly in speaking and writing. The book reviews (1) the kinds of sentences; (2) the use of nouns, pronouns, verbs, adverbs, and adjectives in sentences; (3) capitalization and punctuation; and (4) proofreading. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

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Practice Book C

Subjects and Predicates
•
Parts of Speech
•
Mechanics
•
Proofreading

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PRACTICE BOOK SERIES

Grammar **Reading** **Spelling**

Phonics **Arithmetic** **Handwriting**

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GRAMMAR

Practice Book C

Subjects and Predicates • Parts of Speech

Mechanics • Proofreading

Authors: Molly Rodgers
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CS212443

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INTRODUCTION

Grammar is the science of language. It is the tool with which students refine and perfect their working knowledge of language. Knowing the basics of grammar allows them to speak and write according to accepted norms. They learn to use words correctly, according to established rules of standard usage. This knowledge can then be applied to all written and spoken communication.

This practice book helps students use the parts of speech correctly in speaking and writing. They review the kinds of sentences; then they study nouns, pronouns and verbs and use these elements in sentences. Students are introduced to subjects and predicates, adverbs, and adjectives. Proofreading is stressed; activities encourage students to look over all written work to be sure it is free of errors. Punctuation is covered in detail, including correct use of the period, question mark, exclamation point, comma, and apostrophe. Capitalization of sentences, proper nouns, and proper adjectives is reviewed. As they complete the book, students write independently and proofread their own work.

Grammar Practice Book C is intended for use by students at any level above Grade 3. Readability has been carefully controlled for younger students, but the approach and design make the book useful for older, language-delayed students or students who speak English as a second language.

The book may be used in the classroom as a supplement to a basal program. Or it may be used at home by students who need practice. The book is self-paced so that students may use it independently. Answers are provided in the back of the book so students can check their own work.

Pages build confidence through immediate success; the size of the page is "student-friendly," not intimidating. Occasional check-up exercises are provided to remind students to check over their work. They have an opportunity to revise their answers before checking the answer page. Helpful hints and clues assist students in completing the page.

Students using the Essential Learning Products *Grammar Practice Books* have the opportunity to gain a practical knowledge of standard speech patterns, increase self-esteem upon successful completion, and improve their performance on the grammar and usage sections of standardized tests.

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SENTENCES

A sentence is a group of words that tells about someone or something. It is a complete thought.

Kim dashes toward the finish line.
This sentence tells a complete thought about Kim.

Sentences have two parts: a *naming part* that names who or what, and a *telling* or *action part* that tells about someone or something.

Look at the two parts of each sentence below.

naming part	action part
Kim	dashed toward the finish line.

naming part	telling part
The race	is almost over.

naming part	action part
The girls on the track team	cheered.

Write **S** next to each sentence.
If the words do not make a sentence, write **N**. Then circle the naming part and underline the telling or action part.

1. A silver plane streaks through the sky. ____

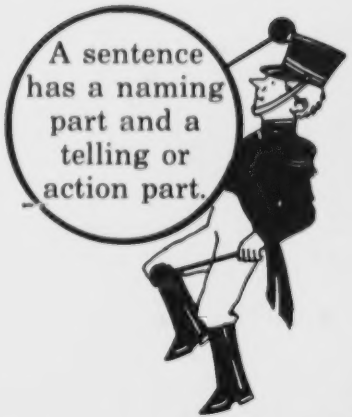
2. People on the ground looked up. ____

3. like a giant bird ____

4. The plane disappeared behind some clouds. ____

5. Who can see it now? ____

6. I have never flown before. ____



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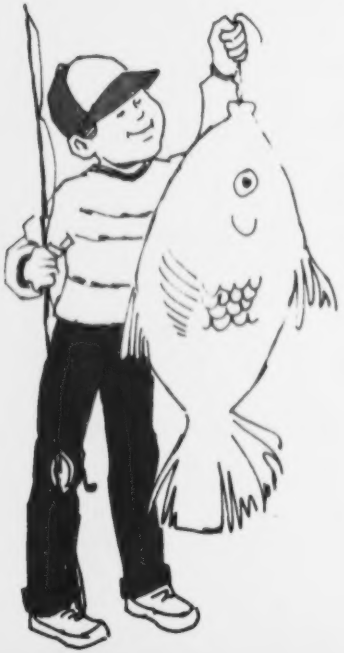
SENTENCES

There are four kinds of sentences.
All sentences begin with a capital letter.



- A statement tells something. It ends with a period.
  Roger caught a huge fish.

- A question asks something. It ends with a question mark.
  What kind of fish is that?

- A command gives an order or makes a request. It ends with a period.
  Help me with my fishing rod.

- An exclamation shows surprise or strong feeling. It ends with an exclamation point.
  What bright colors that fish has!

Read each sentence. Write *statement, question, command,* or *exclamation.*

Example:

Luisa saw fingerprints on the glass. *statement*

1. Whose fingerprints are they? _____
2. They were made with black ink. _____
3. What dark fingerprints they are! _____
4. Hand me the glass. _____

Check Your Work

Did you remember what the four kinds of sentences are? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 8.**
- ☐ **No** **Go back to page 6 and check again.**

SENTENCES

Change each statement to a question. Change each question to a statement.

Example: A helicopter can fly sideways.

Can a helicopter fly sideways?

1. It also goes forward and backward.

_____

2. Helicopters sometimes rescue trapped people.

_____

3. Can it land in very small places?

_____

Check Your Work

Did you remember what marks to write at the end of statements and questions? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 9.**
- ☐ **No** **Go back to page 6 and check again.**

Change each question to a command.

Example: Are you listening to the music?

Listen to the music.

1. Would you turn up the radio?

_____

2. Can you tell me the name of the song?

_____

A command gives an order.

Change each question to an exclamation.

Example: How loud is the music?

How loud the music is!

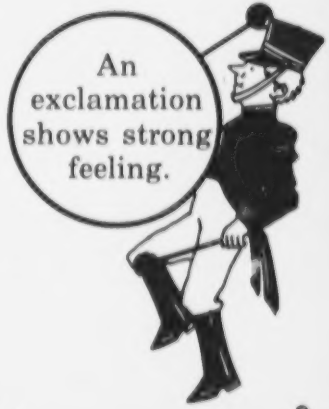
3. How well do those boys sing?

_____

4. How excited is the audience?

_____

An exclamation shows strong feeling.



SENTENCES

Write sentences of your own.

Statements and commands end with a period.

Questions end with a question mark.

Exclamations end with an exclamation point.

Statement

_____

Command

_____

Question

_____

Exclamation

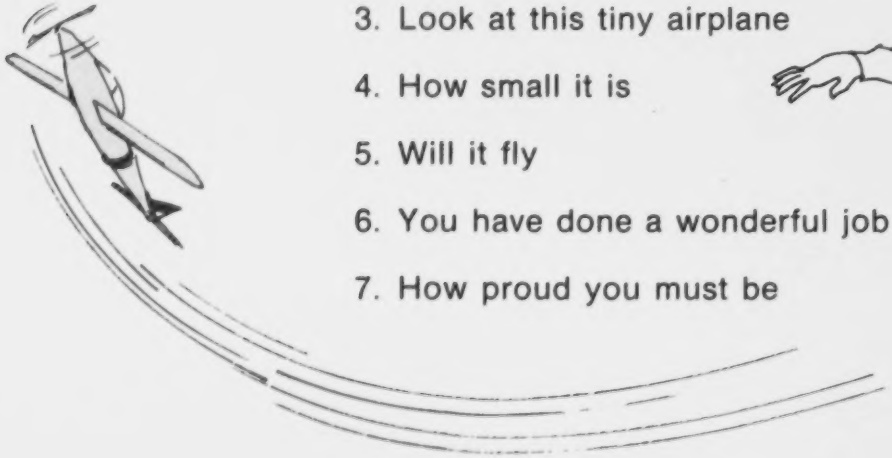
_____

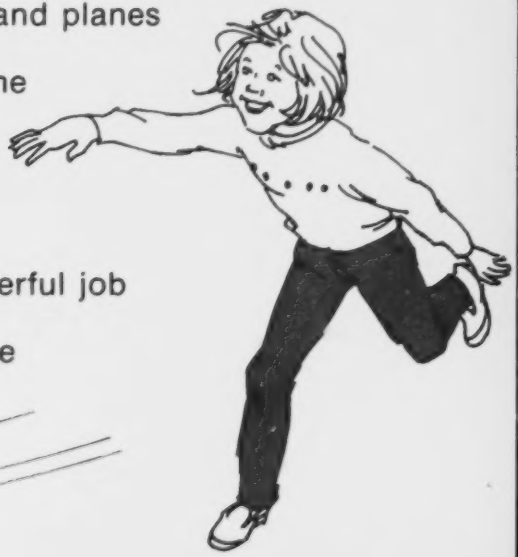
Write four sentences about this picture. Label each sentence as a *statement, command, question,* or *exclamation.*

SENTENCES

Write the correct mark at the end of each sentence.

1. What are your hobbies
2. I build models of cars and planes
3. Look at this tiny airplane
4. How small it is
5. Will it fly
6. You have done a wonderful job
7. How proud you must be





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The naming part of a sentence is called the *subject.* The subject can be one word or many words.

subject

Fog covered the ground this morning.

subject

The house across the street was almost invisible.

The telling or action part of a sentence is called the *predicate.* The predicate is all the words that tell something about the subject.

predicate

Huge drops of cold rain *fell.*

predicate

Roy *picked up his big umbrella.*

SUBJECTS AND PREDICATES

Read each group of words. Write **S** if it is a subject.
Write **P** if it is a predicate.

1. a large brown snake ____
2. cried ____
3. opened the back door ____
4. made loud noises ____
5. stood on top of the table ____
6. Connie ____
7. the tall grass ____
8. they ____
9. crawled away ____
10. froze ____

Check Your Work

Did you remember what subjects and predicates are?
Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 15.**
- ☐ **No** **Go back to page 13 and check again.**

Choose three subjects from page 14. Write sentences using those subjects.

1. _____

2. _____

3. _____

Choose three predicates from page 14. Write sentences using those predicates.

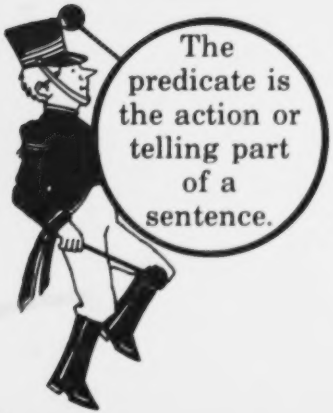
1. _____

2. _____

3. _____

SUBJECTS AND PREDICATES

The subject is the naming part of a sentence.



The predicate is the action or telling part of a sentence.

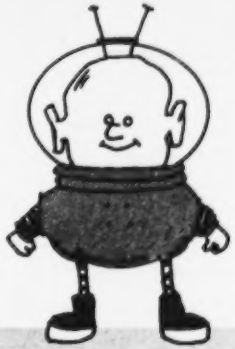
In each sentence circle the subject and underline the predicate.

Example: (Lots of people) like movies about outer space.

1. Spaceships in the movies fly through the sky.
2. They travel past the stars.
3. People from other planets are in their ships, too.
4. The captain of the ship has an important job.
5. I could do a good job as a captain.
6. My ship would travel to new worlds.
7. The people from two planets will be friends.
8. I wonder if this will happen in real life.

Circle the subject and underline the predicate in each sentence.

1. The whole audience watched the movie quietly.
2. Strange little creatures walked out of the spaceship.
3. The leader looked around.
4. She walked up to a small boy.
5. A bright smile crossed her face.



Check Your Work

Did you remember what the subject and predicate are? Check your answers in the back of the book.

☐ **Yes** **Go on to page 18.**
☐ **No** **Go back to page 13 and check again.**

SUBJECTS AND PREDICATES

Match each subject with a predicate to make a sentence.

Subjects		Predicates
1. A vanilla pudding	•	• make it even better.
2. My little brother	•	• is a great snack.
3. I	•	• made him some after lunch.
4. The milk	•	• eats two dishes.
5. Raisins	•	• might like to try some.
6. You	•	• gets thicker and thicker.

Write the sentences you made on page 18.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SUBJECTS AND PREDICATES

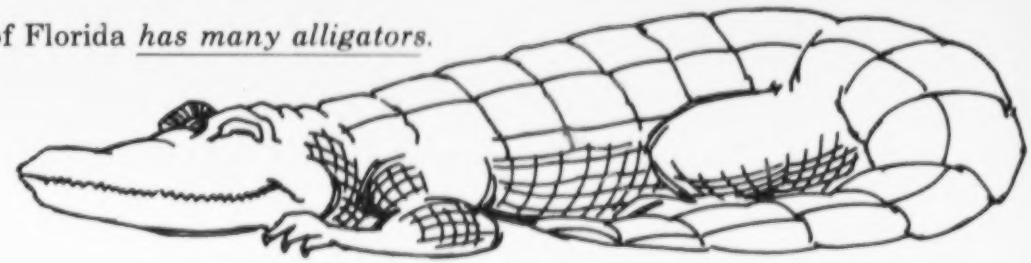
Add a subject to each group of words to make a sentence.

Example: *A polar bear* jumped into the icy water.

1. _____ watched the swimming bear.
2. _____ visit the zoo every year.
3. _____ are friendly animals.
4. _____ roar loudly at the people
5. _____ went into the cage.
6. _____ eat peanuts for lunch.

Add a predicate to each group of words to make a sentence.

Example: The state of Florida *has many alligators.*



1. The angry alligator _____.
2. A noisy boat _____.
3. The water in the river _____.
4. One man _____.
5. In his hand he _____.
6. A sudden wind _____.

SUBJECTS AND PREDICATES

Usually a sentence has one subject and one predicate.

subject	predicate
My shoes are lost.	

Sometimes a sentence has two subjects that share one predicate. The two subjects are called a *compound subject*. The two parts of a compound subject are joined by the word *and* or *or*.

My shoes *and* my socks are lost.
Cindy *or* Ken might have them.

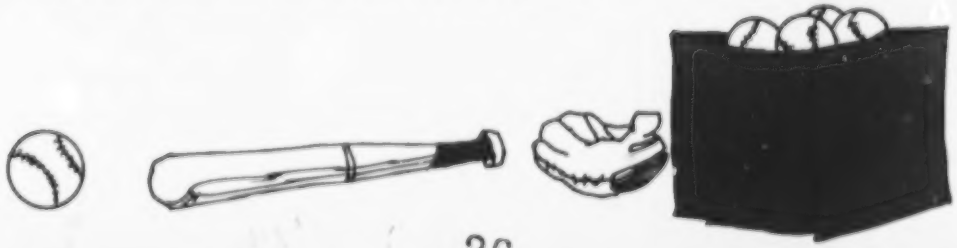
You can make one sentence with a compound subject by combining two sentences that have the same predicate.

My shoes are lost. *My socks* are lost.
My shoes and socks are lost.

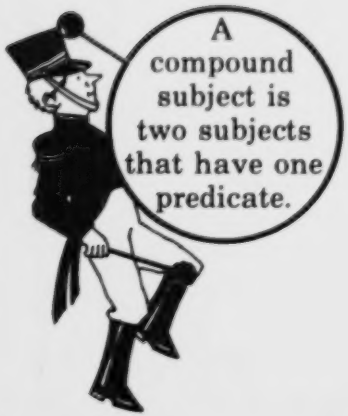
Cindy might have them. *Ken* might have them.
Cindy or Ken might have them.

Circle the subject in each sentence. If it is a compound subject, write C in the space.

1. Our caps and shirts are hanging up. ____
2. Some baseballs are in the box. ____
3. The coach and the team are tired. ____
4. Bob or his brother will load the car. ____
5. Two buses will be here soon. ____
6. The coaches and parents will drive us home. ____



SUBJECTS AND PREDICATES



In each sentence circle the compound subject. Draw a box around the word that joins the two parts of the compound subject.

Example: (Tennis [and] hockey) are my favorite sports.

1. My tennis racket and hockey stick are in my room.
2. Good weather and sunshine make sports more fun.
3. Clouds and rain are expected today.
4. A storm or a hurricane might happen tonight.
5. Mario or Liza will call about the game.

Combine each pair of sentences. Make a sentence with a compound subject.

Example: The store opened early. The bank opened early.

The store and the bank opened early.

1. My brother walked to town. My sister walked to town.

2. A cat followed them. A monkey followed them.

Check Your Work

Did you remember how to combine subjects? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 26.**
- ☐ **No** **Go back to page 22 and check again.**

SUBJECTS AND PREDICATES

Each sentence below has one subject. Make each sentence have a compound subject by adding another subject to the sentence. Use *and* or *or* to join the subjects.

Example: A squirrel ate the nuts.

A squirrel or a chipmunk ate the nuts.

1. The park benches were painted green.

2. Some young children sat on the bench.

3. Becky left some peanuts over there.

Write five sentences of your own with compound subjects.

1. _____

_____

2. _____

_____

3. _____

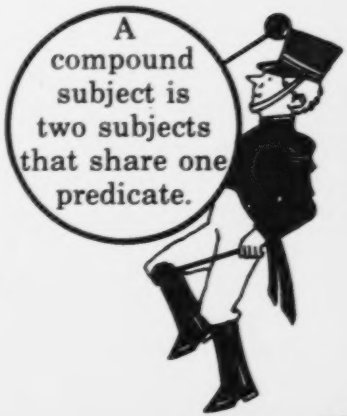
_____

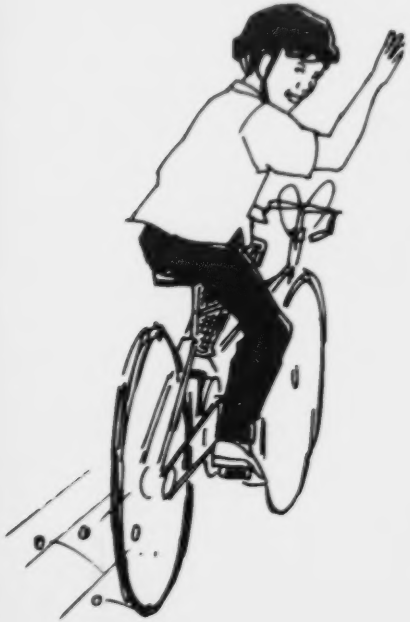
4. _____

_____

5. _____

_____





Sometimes a sentence has two predicates that share the same subject. The two predicates are called a *compound predicate.* The two parts of a compound predicate are joined by the words *and* or *or.*

subject	predicate		predicate
Skip	waved to me	*and*	rode away on his bike.

You can make a sentence with a compound predicate by joining two sentences with the same subject.

I *picked up my baseball glove.* I *went home.*
I *picked up my baseball glove and went home.*

Vern *will call us.* Vern *will write us a letter.*
Vern *will call us or write us a letter.*

Underline the predicate in each sentence.
If it is a compound predicate, write **C** in the space.

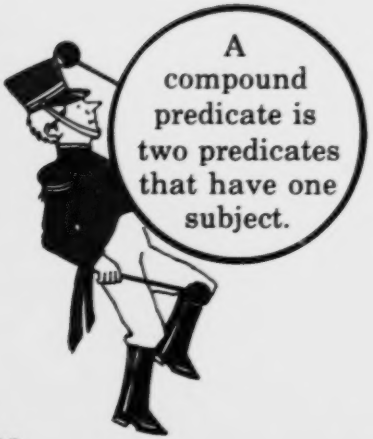
1. Leroy set up his tent and crawled inside. ____
2. The tent was big enough for two people. ____
3. A tiny mouse crawled inside and sat down. ____
4. Poor Leroy looked at it and screamed. ____
5. He jumped up and ran away. ____

SUBJECTS AND PREDICATES

In each sentence underline the compound predicate. Draw a box around the word that joins the two parts of the compound predicate.

Example: Arnie bikes and runs every day.

1. His sister goes with him or waits with me.
2. Yesterday we went to the store and bought oranges.
3. A woman took our money and gave us change.
4. We squeezed the oranges and made juice.
5. Arnie drank some juice and ate a cracker.
6. He will feed the dog or do his homework.



Combine each pair of sentences to make a sentence with a compound predicate.

Example: We woke up early. We made breakfast.

We woke up early and made breakfast.

1. Gary took a bath. Gary brushed his teeth.

2. His mother cooked the eggs. His mother made toast.

3. The toast popped up. The toast shot across the room.

Check Your Work

Did you remember how to combine predicates? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 32.**
- ☐ **No** **Go back to page 28 and check again.**

Combine each pair of sentences to make a sentence with a compound predicate.

Example: Neil opened the door. Neil walked in.

Neil opened the door and walked in.

1. Peggy fell. Peggy cut her knee.

2. A young boy stopped. A young boy helped her.

3. He picked up the bike. He fixed the chain.

4. We thanked him. We went home.

Write sentences of your own. Each sentence should have a compound predicate.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____ 36

A compound predicate is two predicates that have the same subject.

SUBJECTS AND PREDICATES

A sentence can have both a compound subject and a compound predicate.

compound subject	compound predicate
The coach and the players	shouted and cheered.

You can combine short sentences to make one sentence with a compound subject and a compound predicate.

Bill stood. Bill smiled. Trina stood. Trina smiled.

- First, combine the subjects.
  Bill and Trina
- Then, combine the predicates.
  stood and smiled.
- Now put the two parts together.
  Bill and Trina stood and smiled.

Combine each set of four sentences. Make a sentence with a compound subject and a compound predicate.

1. The dog escaped. The dog got lost. The cat escaped. The cat got lost.

_____

2. Myra saw the money. Myra bent down. Scott saw the money. Scott bent down.

_____

3. Eve coughed. Eve sneezed. Stan coughed. Stan sneezed.

_____

Check Your Work

Did you remember how to combine sentences? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 36.**
- ☐ **No** **Go back to page 34 and check again.**

NOUNS

A noun is a word that names a person, place, thing, or idea.

Persons: dentist, explorers, Robert, Mrs. Hahn
Places: cellar, barns, California, Maple Street
Things: computer, decision, bubbles, emergencies
Ideas: happiness, freedom, attitude

Nouns that name one are called *singular* nouns.
Nouns that name more than one are called *plural* nouns.
They usually end in *s* or *es*.
Add *s* to most nouns.

accident + s = accidents message + s = messages
building + s = buildings relative + s = relatives

Add es to nouns that end in *ch, sh, s, x,* or *z*.

arch + es = arches ash + es = ashes
dress + es = dresses box + es = boxes

For nouns that end in a consonant and *y*, change the *y* to *i* and add *es*.

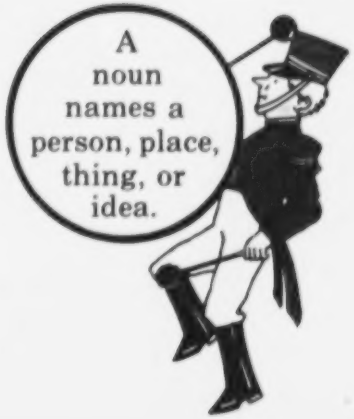
colony→ colonies lady→ ladies
strawberry→ strawberries tragedy→ tragedies

Circle the nouns.

ribbons	thirsty	jungle	babies	then
freedom	sick	waterfall	magician	went
donkeys	weeks	every	gave	muscles

Circle the noun or nouns in each sentence.

1. Wild animals live in the jungle.
2. The forests are full of strange noises and colors.
3. Snakes do not have legs or ears.
4. Some snakes carry poison in their fangs.
5. Snakes and turtles are called reptiles



NOUNS

Use one of these nouns to complete each sentence.

microphone tire story reporter highway drivers station trucks

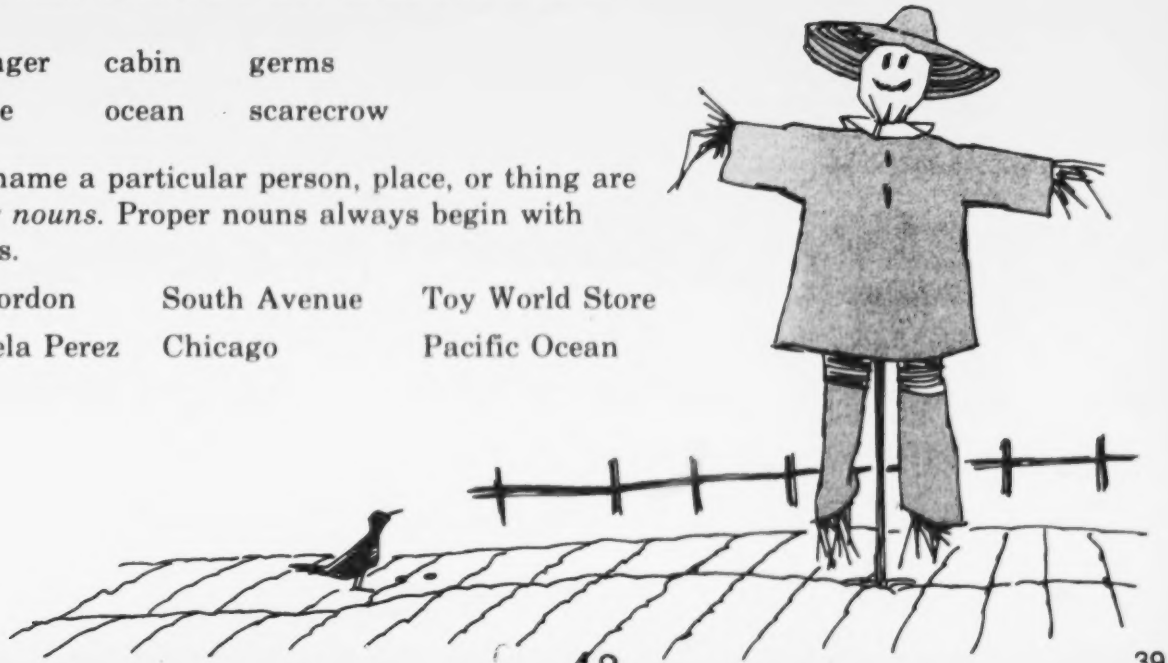
1. A _____ came to town this morning.
2. She was from the television _____.
3. Her _____ was about the traffic jam.
4. She spoke into a _____.
5. A photographer took pictures of the _____.
6. Many _____ told their stories.
7. Two _____ were stuck on the bridge.
8. One of them had a flat _____.

Some nouns name any person, place, thing, or idea. They are called *common nouns,* and they begin with a small letter.

messenger	cabin	germs
mistake	ocean	scarecrow

Nouns that name a particular person, place, or thing are called *proper nouns.* Proper nouns always begin with capital letters.

Phil Gordon	South Avenue	Toy World Store
Consuela Perez	Chicago	Pacific Ocean



Circle the proper noun in each sentence. Write the proper noun with capital letters.

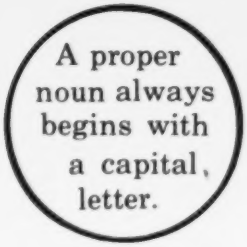
Example: The hamburger stand on (lion drive) is open.

Lion Drive

1. The boss handed a broom to francis. _____
2. A girl from oakdale school came in. _____
3. Does esther garvey work here? _____
4. My brother likes his job at burger world. _____
5. His friend karen fisher works there, too. _____
6. They live on the same street in granville. _____
7. jack morrow is the manager. _____
8. He was born in canada. _____

Write a proper noun to replace each common noun.
One is done for you.

1. a cat *Whiskers*
2. my friend _____
3. a street _____
4. my neighbor _____
5. an ocean _____
6. my state _____
7. a town _____
8. a store _____
9. a cereal _____
10. a girl _____
11. my last name _____
12. a doctor _____
13. a day _____
14. my teacher _____
15. my school _____
16. a pet bird _____



Change the underlined words to a proper noun.
Write the sentence.

Example: Here is a new dish for the dog.

Here is a new dish for Goldie.

1. My mother picked up the baby.

2. Where does the child go to school?

3. Your house is the biggest one on the street.

Nouns can show ownership. To write a singular noun that shows ownership, write an apostrophe (') and the letter *s* after the noun.

the hump of a camel = camel*'s* hump

the coat that Liz owns = Liz*'s* coat

To make a plural noun show ownership, add just an apostrophe after the final *s* in the word.

the scent of the flowers = the flowers' scent

the legs of the chairs = the chairs' legs

Make each noun show ownership. Two are done for you.

1. spider _____*spider's*_____
2. doctors _____*doctors'*_____
3. airplane _____
4. Tess _____
5. writers _____
6. planets _____
7. Chester _____
8. drivers _____

NOUNS

Write each sentence with a noun that shows ownership. Change the underlined words.

Example: The sweater that Diana owns is ripped.

Diana's sweater is ripped.

1. Yesterday Diana borrowed the skates of her sister.

2. She often borrows the things of her friends.

3. One time she lost the jacket that Carla owns.

Check Your Work

Did you remember how to write a noun that shows ownership? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 45.**
- ☐ **No** **Go back to page 43 and check again.**

Add 's to singular nouns.
Add (') to most plural nouns

Write each sentence with a noun that shows ownership.
Change the underlined words.

Example: The favorite show <u>of Alan</u> is very funny.

Alan's favorite show is very funny.

1. This show is about the <u>dog of a family</u>

2. <u>The name of the youngest child</u> is Wendy.

3. There is a big doghouse in <u>the room of the brothers.</u>

4. You can hear <u>the thoughts that the dog has.</u>

Circle the correct noun to complete each sentence.

1. May I borrow your (brothers's brother's) animal book?
2. I am learning about a (birds' bird's) feathers.
3. A (duck's ducks') feathers are waterproof.
4. Ducks can land on the (water's waters) surface.
5. (Bird's Birds') eggs can be as small as a dime.
6. Most are smaller than a (chicken's chickens') egg.

Check Your Work

Did you remember where the apostrophe belongs in nouns that show ownership?
Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 47**
- ☐ **No** **Go back to page 43 and check again.**

Write the underlined noun correctly.

Example: This is Brendas' favorite time of the year.

Brenda's

1. It is time for the glee clubs' concert. _____
2. We can hear the singer's voices all day. _____
3. Valeries voice is the highest. _____
4. Please take both parents tickets to them. _____
5. Where does Kevins' costume go? _____
6. Put it by these musicians's instruments. _____
7. Bess' song is next. _____

PRONOUNS

A *pronoun* takes the place of a noun.

Ed is a carpenter. *He* made that shelf.

In the sentence above, *He* is a pronoun. *He* replaces the noun Ed.

These are the pronouns you use as subjects of a sentence.

I	you	he	she	it	we	they

I measured the doorway.
Then *he* picked up the shelf.
We carried the shelf in together.
It was heavy.

These are the pronouns you use in the predicate part of a sentence.

me	you	him	her	it	us	them

Ed called *me*.
I found *him* in the basement.
The neighbors needed *us*.
We helped *them*.

Write each sentence. Write a pronoun to replace the underlined words.

Example: The apple dropped to the ground.

It dropped to the ground.

1. Melvin picked up the apple.

2. Does your brother like apples?

3. That tree is healthy and strong.

4. Please do not climb the tree.

Use *I, you, he, she, it, we,* or *they* in the subject.

Use *me, you, him, her, it, us,* or *them* in the predicate.

Find the incorrect pronoun in each sentence. Cross it out and write the correct pronoun.

Example: Ambrose went to the hockey game with ~~they~~.

them

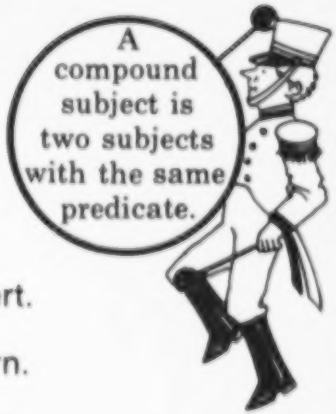
1. Him loves the game of hockey. _____
2. They is an exciting sport. _____
3. Me can skate almost as well as the players. _____
4. One of the players knows we. _____
5. The family cheered and waved to he. _____
6. Them waved back with the stick. _____
7. May me ask a question? _____
8. Are them your favorite team? _____

Sometimes you can use pronouns as part of a compound subject. Remember that the pronouns *I, you, he, she, it, we,* and *they* are subjects.

When you talk about yourself and another person, you use the word *I* as part of a compound subject. When you use the pronoun *I* as part of a compound subject, always place the word *I* last in the subject.

Walter and *I* rode the bus into town.

You and *I* had breakfast two hours ago.



Write a compound subject for each sentence. Use the word *I* in each compound subject.

Example: *Jamie and I* found a watch on the sidewalk.

1. _____ have tickets to a concert.
2. _____ bought a big bag of popcorn.
3. _____ invited George to the play.

Place the pronoun *I* last in a compound subject.

Read each sentence. If the pronoun is correct, write **C** in the space. If the pronoun is incorrect, cross it out and write the compound subject correctly. Some of these are tricky!

Example: Luke and ~~me~~ sent articles to the newspaper.

Luke and I

1. Me and Mom planted corn in the yard. _____
2. I and Katherine love corn on the cob. _____
3. My friends and I will weed the garden. _____
4. You and me check the plants every day. _____
5. Me and my brother picked ten ears of corn. _____
6. Kwan and me are boiling some water. _____

Pronouns can show ownership. Use these pronouns to show ownership.

my your his her our their its

You can use the pronouns that show ownership to replace nouns in sentences.

Kitty combed *Kitty's* hair before the party.

Kitty combed *her* hair before the party.

Use the pronouns *my, your, his, her,* and *its* to replace singular nouns. The pronoun *his* replaces nouns that tell about a male. *Her* tells about a female.

Use the pronouns *our, your,* and *their* to replace plural nouns.

The scouts set up *the scouts'* tents.

The scouts set up *their* tents.

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PRONOUNS

Write a pronoun that shows ownership to replace each of the following words.

1. Mom's _____
2. Earl's _____
3. a tree's _____
4. the cars' _____
5. Rick's _____
6. Ginny's and my _____
7. a drum's _____
8. a man's _____
9. your and my _____
10. two whales _____

Check Your Work

Did you remember which pronouns to use for singular and plural nouns? Did you remember which pronouns to use for males and females? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 55.**
- ☐ **No** **Go back to page 53 and check again.**

Write a pronoun that shows ownership to replace the underlined words.

Example: The boys got out the boys' tape recorder.

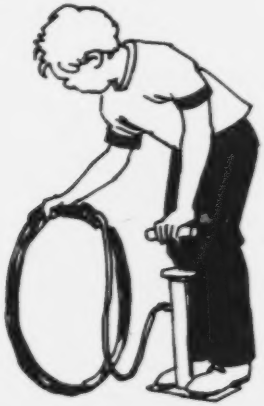
their

Use *my, your, her, his, its* to replace singular nouns.

Use *our, your, their* to replace plural nouns.

1. Tomas heard some crickets in Tomas's backyard. _____
2. Lucy got out Lucy's book about insects. _____
3. How does a cricket make a cricket's sound? _____
4. The authors wrote about it in the authors' book. _____
5. Male crickets rub the crickets' wings together. _____
6. We can catch a cricket in Tomas's and my net. ~~58~~

PRONOUNS



Cross out the incorrect pronoun in each sentence. Above it write the correct pronoun that shows ownership.

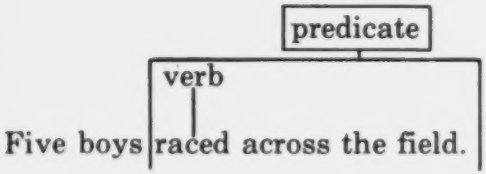
Example: Harry lost ~~it~~*his* glasses on the way home.

1. Carolyn had trouble with their bike today.
2. The bike lost her back tire.
3. Mom got out his tool kit.
4. Dan had an extra tire for its bike.
5. I will check the tires on our bicycle.

Did you remember which pronouns to use for singular and plural nouns? Did you remember which pronouns to use for males and females? Check your answers in the back of the book.

☐ **Yes** **Go on to page 57.**
☐ **No** **Go back to page 53 and check again.**

A *verb* shows action or being. The predicate of a sentence always has a verb. The verb is the most important word in the predicate.



Verbs that show action are called action verbs. The action could be ways your body moves or actions in the mind. The verb *raced* in the sentence above is an action verb. These are all action verbs.

like	fly	ask	cry	walk
do	offer	bump	make	cut
wonder	hum	read	prove	carry
love	race	have	hike	catch

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Verbs that show being are called *linking* verbs. They do not show action. Instead, they show that one thing is the same as another. *Be* is a linking verb. These are its forms.

be *am* *are* *is* *was* *were* *will be*

linking verb

Horses are *beautiful animals.*

In this sentence, the linking verb *are* links *horses* and *beautiful animals.* The verb shows that horses and beautiful animals are the same thing.

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Look at these words. Decide which ones are verbs. Write **A** next to the action verbs. Write **L** next to the linking verbs. Write **N** next to the words that are not verbs. The first three are done for you.

hang **A**	art **N**	be **L**	call ____	carve ____	is ____
admire ____	build ____	has ____	twelve ____	decide ____	am ____
sit ____	were ____	suffer ____	seven ____	for ____	sell ____
keys ____	want ____	these ____	was ____	lose ____	hire ____

Check Your Work

Did you remember which verbs are linking verbs? Check your answers in the back of the book.

- ☐ **Yes** Go on to page 60.
- ☐ **No** Go back to page 58 and check again.

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VERBS

Verbs that show action happening now are called *present tense* verbs. This is how the verb *repair* looks in the present tense.

I repair	we repair
you repair	you repair
he, she, it repairs	they repair

Verbs that show action that happened at some time before now are called *past tense* verbs. Most past tense verbs end in *ed*. To form the past tense of a verb, add *ed* to the present tense. This is how a verb looks in the past tense:

I repaired	we repaired
you repaired	you repaired
he, she, it repaired	they repaired

Verbs that show action that has not happened yet are called *future tense* verbs. This is how a verb looks in the future tense:

I will repair	we will repair
you will repair	you will repair
he, she, it will repair	they will repair

Write the verb *fish* in all three tenses.

Present Tense

I _____

you _____

he, she, it _____

we _____

you _____

they _____

Past Tense

I _____

you _____

he, she, it _____

we _____

you _____

they _____

Future Tense

I _____

you _____

he, she, it _____

we _____

you _____

they _____

VERBS

Write *past*, *present*, or *future* next to each verb.

1. divided _____
2. cares _____
3. look _____
4. will climb _____
5. answered _____
6. chew _____
7. will pour _____
8. kicked _____
9. rains _____
10. raced _____
11. scratches _____
12. will fill _____

Check Your Work

Did you remember how to recognize past, present, and future tense? Check your answers in the back of the book.

- ☐ **Yes** Go on to page 63.
- ☐ **No** Go back to page 60 and check again.

Write each present tense verb in the past tense and future tense.

Present Tense	Past Tense	Future Tense
breathe		
clean		
paint		
call		
deliver		
allow		
ask		
return		

Spelling Hint: To form the past tense of verbs ending in *e*, drop final *e* before adding *ed*.

VERBS

Fill in the blanks with the proper tense.
The first one is done for you.

Add *ed* to form the past tense.

Add *will* to form the future tense.

Present Tense	Past Tense	Future Tense
she *cooks*	she *cooked*	she *will cook*
we *wave*	_____	_____
_____	_____	I *will order*
they *fold*	_____	_____
_____	he *closed*	_____
I *tie*	_____	_____
_____	_____	you *will wash*
_____	it *helped*	_____
we *wish*	_____	_____

Circle the verb in each sentence.
Write *past*, *present*, or *future* on the line.

Present tense verbs show action happening now.

Past tense verbs show action that already happened.

Future tense verbs show action that will happen.

1. Cynthia will talk with the tennis team. _____
2. The members want new rackets. _____
3. They will mail a letter to the coach. _____
4. She checks the equipment often. _____
5. Betty signed her name on the letter. _____
6. The new rackets will arrive tomorrow. _____
7. I stored my old racket in the attic. _____

The verb in each sentence is in the wrong tense. Write the sentence with the verb in the correct tense.

Example: The campers wanted their lunch right now.

The campers want their lunch right now.

1. Yesterday they will walk to the waterfall.

2. The day before that, they climb rocks.

3. Soon this camping trip end.

Check Your Work

Did you remember when to use the past, present, and future tenses? Check your answers in the back of the book.

☐ Yes Go on to page 67.
☐ No Go back to page 60 and check again.

The verb *be* is different from most verbs. It has special forms in the present and past tense. Look at the three tenses of *be*.

Present Tense	Past Tense	Future Tense
I am	I was	I will be
you are	you were	you will be
he, she, it is	he, she, it was	he, she, it will be
we are	we were	we will be
you are	you were	you will be
they are	they were	they will be

Notice the forms of *be*: *am, is, are, was,* and *were.*

VERBS

The verb *have* is also unusual. Look at the three tenses of *have*.

Present Tense	Past Tense	Future Tense
I have	I had	I will have
you have	you had	you will have
he, she, it has	he, she, it had	he, she, it will have
we have	we had	we will have
you have	you had	you will have
they have	they had	they will have

The past tense of *have* is different from most verbs. Complete this chart.

Present	Past	Future
_____	_____	I will have
you have	_____	_____
_____	he had	_____
they have	_____	_____

Another unusual verb is *do*. The present and future tenses of *do* are like most verbs, but the past tense is different. Look at the three tenses of *do*.

Present Tense	Past Tense	Future Tense
I do	I did	I will do
you do	you did	you will do
he, she, it does	he, she, it did	he, she, it will do
we do	we did	we will do
you do	you did	you will do
they do	they did	they will do

You can use the verb *do* to write questions.

Do the dogs need water?

Did Polly notice the hole in the fence?

VERBS

Complete each sentence with the correct verb tense.

Example: (do, past) I *did* my homework with Cassie.

1. (have, present) This song _____ a familiar tune.
2. (do, past) _____ you ever hear it on the radio?
3. (do, present) Cassie _____ not listen to the radio in her room.
4. (be, present) She _____ too busy with her computer.
5. (be, past) It _____ a gift from Grandpa.
6. (have, future) She _____ her homework finished soon.

Check Your Work

Did you remember how to form the three tenses of *be, have,* and *do*? Check your answers in the back of the book.

☐ **Yes** **Go on to page 71.**

☐ **No** **Go back to pages 67-69 and check again.**

A verb that is more than one word is called a *verb phrase.*

verb phrase

The squirrel [is storing] its food.

A verb phrase contains a main verb and a *helping* verb. The verbs *be, have,* and *do* are helping verbs in verb phrases.

helping verb main verb

The animals [are] [preparing] for winter.

helping verb main verb

They [have] [gathered] nuts and seeds.

helping verb main verb

[Does] the ground [freeze] in winter?

In each verb phrase, underline the main verb twice and the helping verb once.

Example: am hearing

1. is carrying
2. has hammered
3. had listened
4. have waited
5. did chop
6. did ask
7. was following
8. was saying
9. am calling
10. does decide

Write each sentence. Replace the underlined verb with a verb phrase. Use *be*, *have*, or *do* as helping verbs.

Example: I hoped for more time at the pool.

I was hoping for more time at the pool.

1. Mom picks me up today.

2. We stopped at the store for bread and cheese.

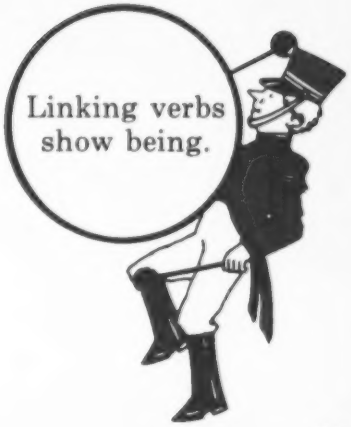
3. I wanted a box of raisins.

4. We decided on a magazine for Aunt Pat.

The verb *be* can be a linking verb or a helping verb. Remember that when *be* joins two parts of a sentence, it is a linking verb. When it is part of a verb phrase, it is a helping verb.

In each sentence decide whether the underlined form of *be* is a linking verb or a helping verb. Write **L** for linking verb and **H** for helping verb.

1. Dottie <u>is</u> studying Spanish. _____
2. She <u>is</u> good at languages. _____
3. The Spanish words <u>are</u> not difficult. _____
4. The Spanish Club <u>is</u> planning a trip. _____
5. They <u>are</u> going to Mexico for a week. _____
6. Dottie <u>is</u> ready to go right now. _____



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VERBS

When you write verbs in the *present tense*, you add the letter *s* to the verb to tell about *he, she,* or *it*. This is called making the verb agree with the subject. For example, look at the present tense forms of the verb *laugh*.

I laugh you laugh he, she, it laugh*s* we laugh you laugh they laugh

When a verb ends in *sh, ch, s, x,* or *z,* add *es*.

I watch you watch he, she, it watch*es* we watch you watch they watch

When a verb ends in *y*, change the *y* to *i* before adding *es*.

I hurry you hurry he, she, it hurr*ies* we hurry you hurry they hurry

Circle the correct verb forms.

1.	he catchs	he catches	he catch
2.	she builds	she buildes	she builds
3.	it rain	it raines	it rains
4.	she scurrys	she scurries	she scurry

Find the mistake in each sentence. Cross out the incorrect verb, and write the verb correctly.

looks

Example: It ~~look~~ like a beautiful day for a picnic.

1. Grace pack a basket of sandwiches and fruit.
2. She polishs three apples.
3. They looks fresh and shiny.
4. The basket attachs to the back of her bike.
5. Two girls rides over to Grace's house.
6. Hannah countes enough forks for everyone.
7. The three friends checks the map to the canyon.
8. Then they pedals down the street.

When a sentence has a compound subject, the verb must agree with the subject.
Always look at the two subjects first. When both subjects are single nouns or pronouns, follow one of these two rules.

1. If the two subjects are joined by *and*, do not add *s* to the verb.

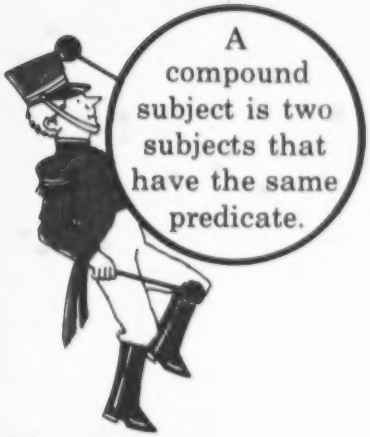
   Nora *and* the coach *run* together.

2. If the two subjects are joined by *or*, do add *s* to the verb.

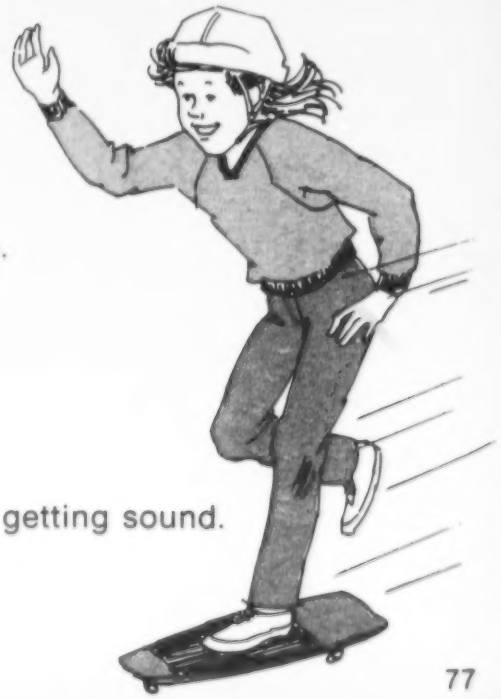
   Craig *or* his brother *checks* the clock.

If both subjects are plural nouns or pronouns, you never need to add *s* to the verb.

Parents and friends watch the match.
My sisters or my cousins need season tickets.



Circle the correct verb to complete each sentence.



1. Monica and Steve (worry worries) about air pollution.
2. Towns and cities (faces face) this problem.
3. Cars and trucks (leaves leave) the air dirty.
4. Plans and ideas (solves solve) some problems.
5. Workers and students (look looks) for other ways of getting sound.
6. A bike or skateboard (makes make) no pollution.
7. Bikers and skaters (keep keeps) the planet cleaner.

VERBS

When you write or say some verbs with the word *not*, you can shorten the verbs into one word. For example, here is how you would shorten the words *did not*.

did + not = didn't

You remove the *o* from the word *not* and put an apostrophe (') in its place. Then you put the two words together as one. This is called a *contraction*.

Here are some other verbs and their contractions.

is + not = isn't
was + not = wasn't
has + not = hasn't
had + not = hadn't
does + not = doesn't
should + not = shouldn't
can + not = can't
are + not = aren't
were + not = weren't
have + not = haven't
did + not = didn't
do + not = don't
would + not = wouldn't
could + not = couldn't

Notice that the contraction for *will not* is unusual.

will + not = won't

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Circle the correct contraction to complete each sentence.

1. Our club (is'nt isn't) taking part in the bake sale.
2. We (aren't arent) sure of our new project.
3. (Couldnot Couldn't) we sell T-shirts instead?
4. It (would'nt wouldn't) be very hard.
5. Such a project (hasn't hasen't) been tried before.
6. Mrs. Simpson (willn't won't) mind helping us.

Check Your Work

Did you remember how contractions are formed? Check your answers in the back of the book.

☐ Yes Go on to page 80.
☐ No Go back to page 78 and check again.

ADJECTIVES

An *adjective* describes a noun or a pronoun. It answers one of these questions: *What kind? Which one? How much? How many?*

What kind?	Benita opened the *squeaky* door.
Which one?	It was her *first* look at the mummy.
How much?	Her footsteps made *no* noise.
How many?	*Two* mice scurried out of the way.

An adjective usually comes before the word it describes. In the sentences above, each adjective comes before the word it describes.

squeaky describes *door* — *first* describes *look*

no describes *noise* — *two* describes *mice*

Sometimes an adjective comes after the word it describes.

The tomb was musty. (*musty* describes *tomb*)

Like nouns, adjectives can be common or proper. Proper adjectives always begin with a capital letter.

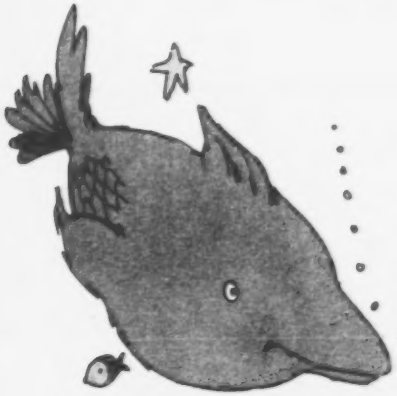
I like *M*exican food.

Circle the adjectives.

seventy	many	white	fish	like
into	wisely	several	French	cold
diamonds	how	some	Greek	third
last	brave	give	forests	golden
much	heavy	five	thick	babies
under	first	why	great	final
Italian	shiny	teeth	harsh	snowy

RA

Circle the adjective in each sentence. In some sentences there may be more than one.



1. Strange creatures live under the surface of the sea.
2. Divers observe many kinds of beautiful fish.
3. They carry special cameras in waterproof cases.
4. Some shipwrecks from ancient times lie in the sea.
5. The old wrecks contain valuable treasures.
6. The underwater world is mysterious.

Check Your Work

Did you remember what adjectives are? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 83.**
- ☐ **No** **Go back to page 80 and check again.**

A special kind of adjective is the *article*. The words *a*, *an*, and *the* are articles.

The is called a *definite* article. It describes a particular noun. Use *the* before singular or plural nouns.

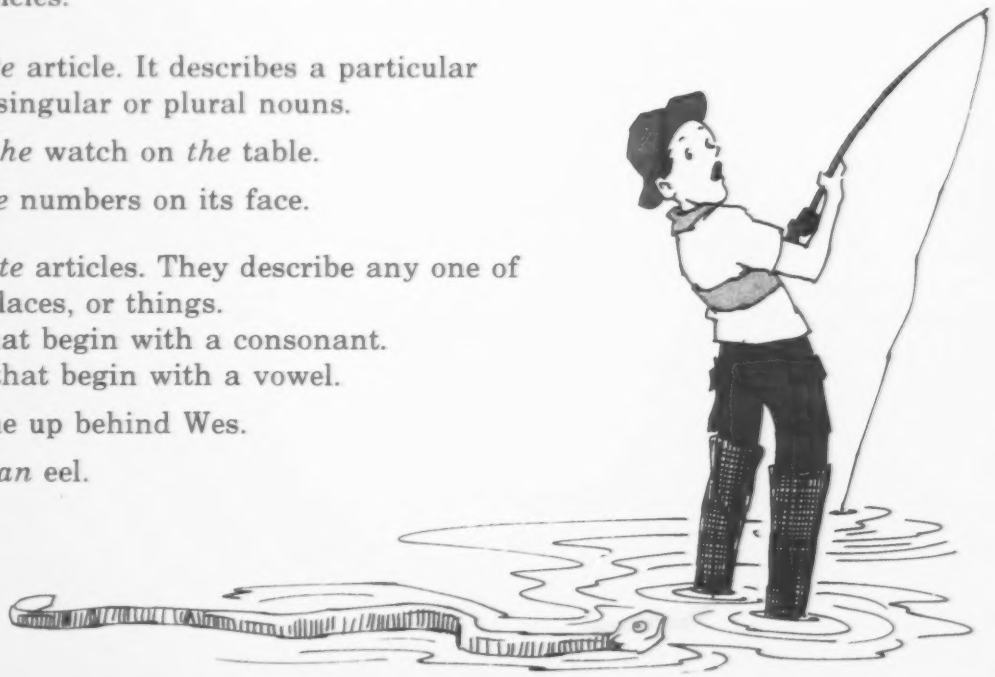
Wes picked up *the* watch on *the* table.

He looked at *the* numbers on its face.

A and *an* are *indefinite* articles. They describe any one of a number of people, places, or things.
Use *a* before words that begin with a consonant.
Use *an* before words that begin with a vowel.

A long fish came up behind Wes.

Perhaps it was *an* eel.

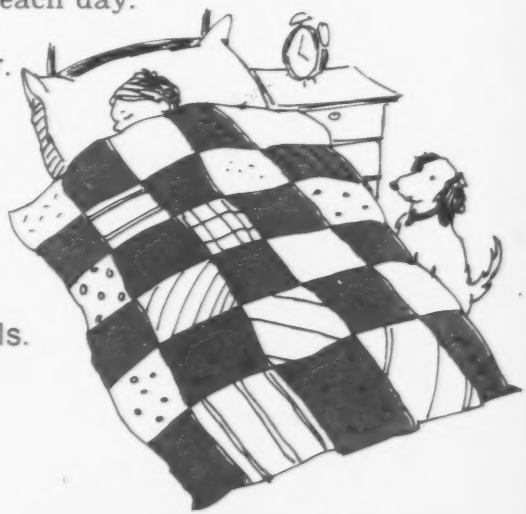


ADJECTIVES

Circle the adjective or adjectives in each sentence.
Underline the article or articles in each sentence.
Draw an arrow from each adjective and article to the word it describes.

Example: A healthy person needs eight glasses of water each day.

1. The human body contains a large amount of water.
2. It is a necessary part of the diet.
3. A diet should also include proper food.
4. Every meal is important.
5. The four food groups provide vitamins and minerals.
6. A person should get enough sleep each night.
7. Some people sleep for eight hours.



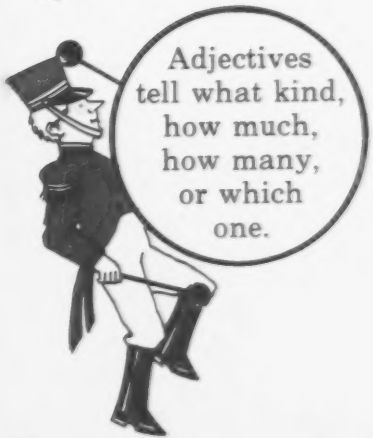
Use one of the adjectives below to complete each sentence. Write it on the line.

visible	most	cold	solid	thin	various	boiling

1. _____ water is called ice.
2. It is hard and _____ .
3. Frost on windows is actually a _____ layer of ice.
4. Water has _____ forms.
5. Steam comes from _____ water.
6. _____ gases cannot be seen.
7. But steam is a _____ gas.

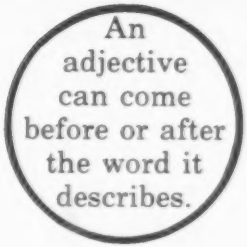
ADJECTIVES

Write an adjective of your own to complete each sentence.



1. _____ tents stood on the hillside.
2. A _____ campfire burned in the center.
3. _____ shadows began to fall.
4. Suddenly a _____ whistle sounded.
5. The _____ dogs started barking.
6. The night air was _____ .
7. Eric was telling a _____ story.
8. _____ campers moved closer to the fire.

Use each adjective in a sentence.



1. curious _____
2. gentle _____
3. scary _____
4. toasty _____
5. brilliant _____
6. fearless _____
7. funny _____
8. silly _____

ADVERBS

Adverbs modify or describe verbs, adjectives, or other adverbs. They answer these questions: *How? When? Where?* or *To what extent?*

Adverbs modify verbs:

How?	The actor spoke *loudly*.
When?	The actor spoke *then*.
Where?	The actor spoke *there*.
To what extent?	The actor spoke *often*.

Adverbs modify other adverbs:

The actor walked *far* away.

The actor walked *very* slowly.

Adverbs modify adjectives:

The song is *fairly* easy.

Notice that an adverb usually comes before the adjective or adverb it modifies. An adverb that modifies a verb may come before the verb, after the verb, or may be apart from the verb.

I *often* practice. I practice *often*. *Often* I practice.

Many adverbs are formed by adding *ly* to adjectives.

quick — quickly sad — sadly smooth — smoothly

Circle the adverb in each sentence. Draw an arrow to the word it modifies.

Example: We clapped loudly after the show.

1. The actors performed well.
2. The play was quite funny.
3. One actor spoke extremely fast.
4. Another actor wore very old clothes.
5. We laughed so hard.
6. The actors joined us later.
7. They carefully explained their jobs.
8. Tomorrow they will perform at another school.

ADVERBS

Use the adverbs below to complete the sentences.

soon slowly extremely very
never just barely

1. The movie theater was _____ dark.
2. I could _____ _____ see.
3. The curtain opened _____
4. _____ the show would start.
5. The movie was a _____ old one.
6. I had _____ seen a Marx Brothers movie.

Check Your Work

Did you remember that adverbs answer the questions: How? When? Where? or To what extent?

Check your answers in the back of the book.

☐ **Yes** **Go on to page 91.**
☐ **No** **Go back to page 88 and check again.**

Rewrite each sentence. Add an adverb to answer the question that follows each sentence.

1. Our class got a video camera. (When?)

_____

2. We will make our own news program. (When?)

_____

3. The reporters are working. (How?)

_____

4. They have interesting stories. (How interesting?)

_____

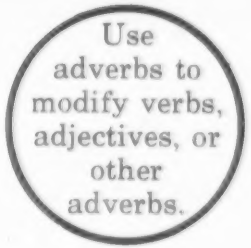
5. The program looked professional. (To what extent?)

_____

ADVERBS

Use each adverb below in a sentence.

sadly	always	slowly
quietly	too	easily
finally	now	



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

All sentences begin with a capital letter and end with a punctuation mark.

Put a period (.) at the end of a statement or command.
Put a question mark (?) at the end of a question.
Put an exclamation point (!) at the end of an exclamation.

Examples: It is snowing outside.
Look out the window.
Would you like to go sledding?
What a great idea that is!

Write the correct punctuation mark at the end of each sentence.

1. Will you get the sleds out of the garage
2. I know a terrific spot for sledding
3. How steep the hills are here
4. Jump on the back of my sled

CAPITALIZATION AND PUNCTUATION

Write each sentence. Use a capital letter at the beginning and the correct punctuation mark at the end.

1. when does the ski club meet

_____

2. it is starting right now

_____

3. what a lot of kids are here

_____

Check Your Work

Did you remember when to use a period, a question mark, and an exclamation point? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 95.**
- ☐ **No** **Go back to page 93 and check again.**

Always use a capital letter to begin names of people, cities, states, the days of the week, and the months of the year.

People	Cities	States	Days	Months
Pat Lyons	Omaha	Nebraska	Monday	February
Sam Mills	Tampa	Florida	Tuesday	August
Pia Senti	Boise	Idaho	Friday	October

Circle the name in each row that is written correctly.

1.	Liza bissell	Liza Bissell	liza bissell
2.	bangor, maine	bangor, Maine	Bangor, Maine
3.	Thursday, May 1	thursday, may 1	Thursday, may 1
4.	James allen	james Allen	James Allen
5.	Tempe, Arizona	tempe, Arizona	Tempe, arizona

98

Write each sentence. Use capital letters appropriately.

1. Our summer vacation starts on friday, june 15.

_____

2. In july we are going on a trip to michigan.

_____

3. We will see my cousin janice in detroit.

_____

Check Your Work

Did you remember to use capital letters to begin names?
Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 97**
- ☐ **No** **Go back to page 95 and check again.**

Write a capital letter at the beginning of a person's title.
Put a period at the end of all titles except *Miss*.

Mr. Mrs. Ms. Miss Dr. Jr.

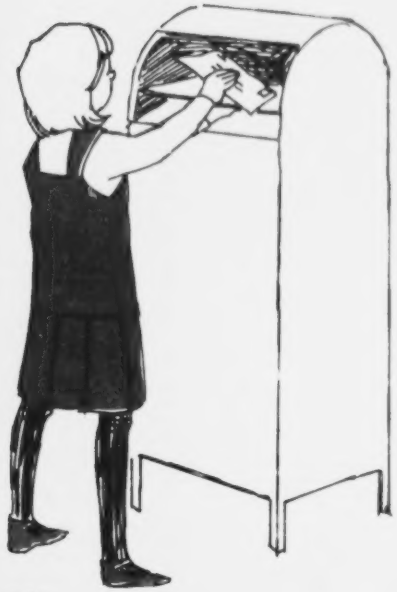
Write capital letters for a person's initials, and put a period at the end of each initial.

Mary Louise Kidd Mary L. Kidd M. L. Kidd

Write each name using capital letters and periods.

1. mr henry decker _____
2. dr elizabeth w edwards _____
3. mr f e petersen, jr _____
4. miss arlene holloway _____
5. mrs b j zimmerman _____
6. ms violeta m garcia _____

100



Abbreviations are a shorter way to write certain words. You write only some of the letters in the word and write a period at the end. The first letter remains a capital letter. You often abbreviate elements in an address.

Street = St.	Road = Rd.
Avenue = Ave.	Drive = Dr.
Boulevard = Blvd.	Post Office Box = P.O. Box

The abbreviations of state names are written with two capital letters and no period.

Illinois = IL	North Carolina = NC
Maryland = MD	South Dakota = SD
Texas = TX	New Mexico = NM

When addressing an envelope, be careful to use the correct state abbreviation, or your letter may not be delivered. If you are unsure, write the whole name.

An address tells where a person lives or where a business is located.

Person or business name: Martin Foods, Inc.
Street number and name: 803 Church St.
City, state, and Zip Code: Carley, PA 18431

Notice that you write a comma (,) between the city and the state in the last line of the address.

Write your home address.

_____

_____

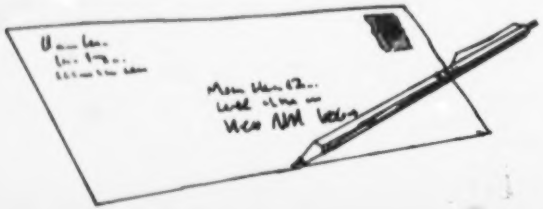
_____

Write a friend's address.

_____

_____

_____



Check your own work. Make corrections.
Do all the names start with capital letters?
Do street abbreviations end with a period?
Do state abbreviations have two capital letters?

CAPITALIZATION AND PUNCTUATION

Circle the errors, and write each sentence correctly.

1. do you know who Phineas Taylor Barnum was.

_____

2. In 1871 mr pt barnum organized a circus

_____

3. what a famous showman he became?

_____

Check Your Work

Did you write capital letters at the beginning of sentences, titles, and names? Does each sentence end with the correct punctuation mark? Does each initial and abbreviation end with a period? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 101.**
- ☐ **No** **Go back to pages 93, 95, and 97 and check again.**

Write a comma (,) after every item in a *series* except the last.

nouns: We had *races*, *relays*, and *hurdles* in gym.
names: *Elena*, *Dawn*, and *Eduardo* won prizes.
verbs: It *rained*, *hailed*, and *thundered* all at once.
adjectives: We were *hot*, *tired*, and *wet* from our run.

Write each sentence, adding commas where needed.

1. Monday Tuesday and Wednesday were our Field Days.

2. Students from grades four five and six were competing.

3. The first day started out warm sunny and clear.

Use an apostrophe (') to show ownership or possession. Add *'s* to all singular nouns and to plural nouns that do not end in *s*.

the car's engine	Cathy's book
Mr. Hess's barn	Charles's bookbag
the children's toys	the men's soccer team

Add only an apostrophe (') to plural nouns ending in *s*.

the horses' stalls the babies' spoons

Write each noun so it shows ownership.

1. friend	5. players	9. mice
2. women	6. doctor	10. Chris
3. writer	7. cats	11. Mrs. Jones
4. Peggy	8. catcher	12. foxes

Use an apostrophe (') in a verb contraction.

is not	isn't	should not	shouldn't	are not	aren't	can not	can't
has not	hasn't	would not	wouldn't	have not	haven't	will not	won't

Write the underlined words in each sentence as a contraction. wasn't

Example: Margie was not at softball practice today.

1. We have not seen her all week. _____
2. I hope she is not sick. _____
3. She does not usually miss practice. _____
4. I can not understand it. _____
5. We are not starting right away. _____
6. Why do we not call her? _____

Use an apostrophe in a contraction formed from a pronoun and a verb.

I am = I'm	it is = it's	they are = they're
I have = I've	she has = she's	we have = we've
I will = I'll	he will = he'll	you will = you'll

The words *its* and *it's*, *their* and *they're* and *there*, *your* and *you're* are often confused. If the word stands for *it is*, *they are*, or *you are*, then it needs an apostrophe.

Write the underlined words in each sentence as a contraction.

Example: I am here for the history club meeting. *I'm*

1. You are early for the meeting. _____
2. It is only seven o'clock. _____
3. We will start in fifteen minutes. _____
4. I will arrange some chairs. _____

PROOFREADING

Circle the errors, and write each sentence correctly.
Check for the following:

- capital letters to begin sentences, names, and titles
- correct punctuation marks to end sentences
- commas in series
- apostrophes in possessives and contractions

1. Do you know when alaska became this nations forty-ninth state.

_____

2. wasnt it on january 3, 1959?

_____

3. Dwight d eisenhower was President at the time.

_____

4. isnt the city of juneau the state capital

_____

PROOFREADING

Circle the errors, and write each sentence correctly.

1. what a beautiful state Hawaii is

2. Im looking forward to visiting there someday.

3. flowers ferns and tropical trees grow there.

4. how many islands make up the state of hawaii

5. its made up of eight islands.

Think of a favorite place or thing you could describe. Write a description of it. Then proofread what you have written. Make sure you used nouns, verbs, pronouns, adjectives, and adverbs correctly. Check your work for correct capitalization and punctuation.

PROOFREADING

Write a note thanking your friend's family for having you as an overnight guest at their house. Be sure to punctuate correctly.

_____

Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

111

Answers

Page 5

1. A silver plane streaks through the sky. S
2. People on the ground looked up. S
3. like a giant bird N
4. The plane disappeared behind some clouds. S
5. Who can see it now? S
6. I have never flown before. S

Page 7

1. question 2. statement 3. exclamation 4. command

Page 8

1. Does it also go forward and backward?
2. Do helicopters sometimes rescue trapped people?
3. It can land in very small places.

Page 9

1. Turn up the radio.
2. Tell me the name of the song.
3. How well those boys sing!
4. How excited the audience is!

Page 12

1. (?) 2. (.) 3. (.) 4. (!) 5. (?) 6. (.) 7. (!)

Page 14

1. S 2. P 3. P 4. P 5. P 6. S 7. S 8. S 9. P 10. P

Page 16

1. Spaceships in the movies fly through the sky.
2. They travel past the stars.
3. People from other planets are in their ships, too.
4. The captain of the ship has an important job.
5. I could do a good job as a captain.
6. My ship would travel to new worlds.
7. The people from two planets will be friends.
8. I wonder if this will happen in real life.

Page 17

1. The whole audience watched the movie quietly.
2. Strange little creatures walked out of the spaceship.
3. The leader looked around.
4. She walked up to a small boy.
5. A bright smile crossed her face.

Pages 18-19

1. Vanilla pudding is a great snack.
2. My little brother eats two dishes.
3. I made him some after lunch.
4. The milk gets thicker and thicker.
5. Raisins make it even better.
6. You might like to try some.

Page 23

1. Our caps and shirts C
2. Some baseballs
3. The coach and the team C
4. Bob or his brother C
5. Two buses
6. The coaches and parents C

Page 24

1. My tennis racket and hockey stick
2. Good weather and sunshine
3. Clouds and rain
4. A storm or a hurricane
5. Mario or Liza

Page 25

1. My brother and my sister walked to town.
2. A cat and a monkey followed them.

Page 29

1. Leroy set up his tent and crawled inside. (C)
2. The tent was big enough for two people.
3. A tiny mouse crawled inside and sat down. (C)
4. Poor Leroy looked at it and screamed. (C)
5. He jumped and ran away (C)

Page 30

1. His sister goes with him or waits with me.
2. Yesterday we went to the store and bought oranges.
3. A woman took our money and gave us change.
4. We squeezed the oranges and made juice.
5. Arnie drank some juice and ate a cracker.
6. He will feed the dog or do his homework.

Page 31

1. Gary took a bath and brushed his teeth.
2. His mother cooked the eggs and made toast.
3. The toast popped up and shot across the room.

Page 37

ribbons	jungle	babies
freedom	waterfall	magician
donkeys	weeks	muscles

1. Wild animals live in the jungle.
2. The forests are full of strange noises and colors.
3. Snakes do not have legs or ears.
4. Some snakes can carry poison in their fangs.
5. Snakes and turtles are called reptiles.

Page 38

1. reporter 2. station 3. story
4. microphone 5. highway 6. drivers
7. trucks 8. tire

Page 40

1. Francis 2. Oakdale School
3. Esther Garvey 4. Burger World
5. Karen Fisher 6. Granville
7. Jack Morrow 8. Canada

Page 43

3. airplane's 4. Tess's 5. writers'
6. planets' 7. Chester's 8. drivers'

Page 44

1. her sister's skates 2. her friends' things 3. Carla's jacket

Page 45

1. a family's dog 2. The youngest child's name 3. the brothers' room 4. the dog's thoughts

Page 46

1. brother's 2. bird's 3. duck's
4. water's 5. Birds' 6. chicken's

Page 47

1. club's 2. singers' 3. Valerie's
4. parents' 5. Kevin's 6. musicians'
7. Bess's

Page 49

1. He 2. them 3. It 4. it

Page 50

1. ~~Him~~, He 2. ~~Me~~, It 3. ~~Me~~, I
4. ~~We~~, us 5. ~~Me~~, him 6. ~~Them~~, He
7. ~~Me~~, I 8. ~~them~~, they

Page 52

1. Me, Mom and I 2. Katherine and I
3. C 4. me, You and I 5. Me, My brother and I 6. me, Kwan and I

Page 54

1. her	6. our
2. his	7. its
3. its	8. his
4. their	9. our
5. his	10. their

Page 55

1. his 2. her 3. its 4. their 5. their 6. our

Page 56

1. ~~their~~, her 2. ~~her~~, its 3. ~~his~~, her
4. ~~his~~, his 5. ~~our~~, my

Page 59

hang A	art N	be L
admire A	build A	has A
sit A	were L	suffer A
keys N	want A	these N
call A	carve A	is L
twelve N	decide A	am L
seven N	for N	sell A
was L	lose A	hire A

Page 61

Present Tense: I fish; you fish; he, she, it fishes; we fish; you fish; they fish

Past Tense: I fished; you fished; he, she, it fished; we fished; you fished; they fished

Future Tense: I will fish; you will fish; he, she, it will fish; we will fish; you will fish; they will fish

Page 62

1. divided, past	7. will pour, future
2. cares, present	8. kicked, past
3. look, present	9. rains, present
4. will climb, future	10. raced, past
5. answered, past	11. scratches, present
6. chew, present	12. will fill, future

Page 63

breathed, will breathe
cleaned, will clean
painted, will paint
called, will call
delivered, will deliver
allowed, will allow
asked, will ask
returned, will return

Page 64

she cooks, she cooked, she will cook
we wave, we waved, we will wave
I order, I ordered, I will order
they fold, they folded, they will fold
he closes, he closed, he will close
I tie, I tied, I will tie
you wash, you washed, you will wash
it helps, it helped, it will help
we wish, we wished, we will wish

Page 65

1. will talk, future
2. want, present
3. will mail, future
4. checks, present
5. signed, past
6. will arrive, future
7. stored, past

Page 66

1. Yesterday they walked to the waterfall.
2. The day before that, they climbed rocks.
3. Soon this camping trip will end.

Page 68

The past tense of *have* is not formed by adding *ed* to have.

I have, I had, I will have
you have, *you had, you will have*
he has, he had, *he will have*
they have, *they had, they will have*

Page 70

1. has 2. Did 3. does 4. is 5. was
6. will have

Page 71

1. is carrying
2. has hammered
3. had listened
4. have waited
5. did chop
6. did ask
7. was following
8. was saying
9. am calling
10. does decide

Page 73

1. H 2. L 3. L 4. H 5. H 6. L

Page 74

1. he catches 2. she builds
3. it rains 4. she scurries

Page 75

1. pack (packs)
2. polishs (polishes)
3. looks (look)
4. attachs (attaches)
5. rides (ride)
6. countps (counts)
7. checks (check)
8. pedals (pedal)

Page 77

1. worry 2. face 3. leave 4. solve
5. look 6. makes 7. keep

Page 79

1. isn't 2. aren't 3. Couldn't
4. wouldn't 5. hasn't 6. won't

Page 81

seventy	many	white	
several	French	cold	
some	Greek	third	
last	brave	golden	
much	heavy	five	thick
first	great	final	
Italian	shiny	harsh	snowy

Page 82

1. strange 2. many, beautiful
3. special, waterproof 4. Some, ancient
5. old, valuable 6. underwater, mysterious

Page 84

1. The human body contains a large amount of water.
2. It is a necessary part of the diet.
3. A diet should also include proper food.
4. Every meal is important.
5. The four food groups provide vitamins and minerals.
6. A person should get enough sleep each night.
7. Some people sleep for eight hours.

Page 85

1. Solid 2. cold 3. thin 4. various
5. boiling 6. Most 7. visible

Page 89

1. performed well 2. quite funny

3. extremely fast 4. very old
5. so hard 6. joined later
7. carefully explained
8. Tomorrow will perform

Page 90

1. very 2. just barely
3. slowly 4. Soon 5. very 6. never

Page 94

1. When does the ski club meet?
2. It is starting right now.
3. What a lot of kids are here!

Page 95

1. Liza Bissell 2. Bangor, Maine
3. Thursday, May 1 4. James Allen
5. Tempe, Arizona

Page 96

1. Friday, June 2. July, Michigan
3. Janice, Detroit

Page 97

1. Mr. Henry Decker
2. Dr. Elizabeth W. Edwards
3. Mr. F. E. Petersen, Jr.
4. Miss Arlene Holloway
5. Mrs. B. J. Zimmerman
6. Ms. Violeta M. Garcia

Page 100

1. Do you know who Phineas Taylor Barnum was?
2. In 1871 Mr. P. T. Barnum organized a circus.
3. What a famous showman he became!

Page 101

1. Monday, Tuesday, and Wednesday were our Field Days.
2. Students from grades four, five, and six were competing.
3. The first day started out warm, sunny, and clear.

Page 102

1. friend's	5. players'	9. mice's
2. women's	6. doctor's	10. Chris's
3. writer's	7. cats'	11. Mrs. Jones's
4. Peggy's	8. catcher's	12. foxes'

Page 103

1. haven't 2. isn't 3. doesn't
4. can't 5. aren't 6. don't

Page 104

1. You're 2. It's 3. We'll 4. I'll

Page 105

1. Do you know when Alaska became this nation's forty-ninth state?
2. Wasn't it on January 3, 1959?
3. Dwight D. Eisenhower was President at the time.
4. Isn't the city of Juneau the state capital?

Page 106

1. What a beautiful state Hawaii is!
2. I'm looking forward to visiting there someday.
3. Flowers, ferns, and tropical trees grow there.
4. How many islands make up the state of Hawaii?
5. It's made up of eight islands.

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